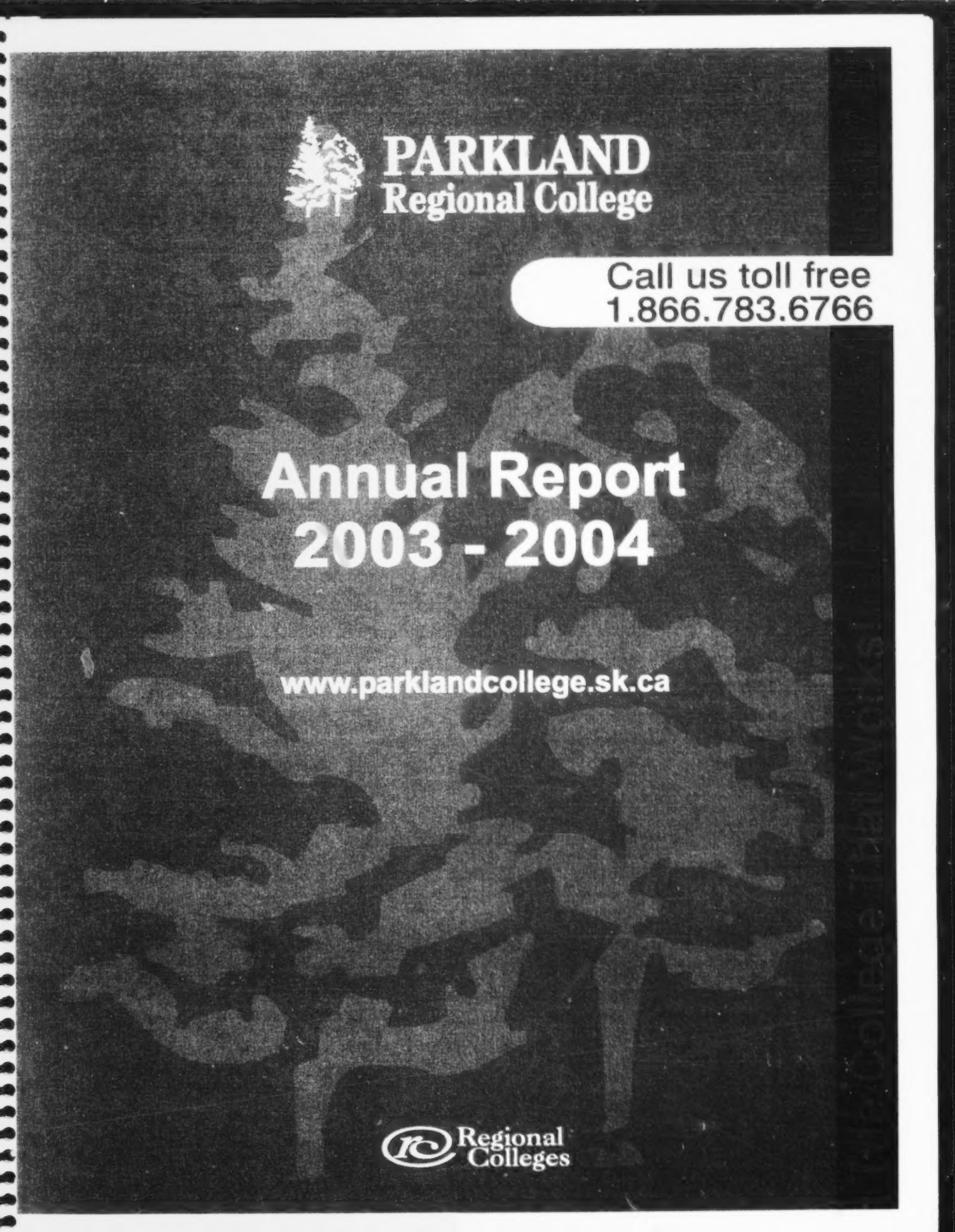

PARKLAND
Regional College
Call us toll free
1.866.783.6766
Annual Report
2003 - 2004
www.parklandcollege.sk.ca
Regional Colleges

Our Mission

Mission

To provide access to life-long learning opportunities that respond to the needs of our adult population, communities, and organizations adapting to changing environments.

Vision

Parkland Regional College is a proactive rural, educational organization in which the College excels in facilitating learning opportunities for our communities through commitment to our values.

Values

Respect

To model and promote respect within the College and with its partners.

Compassion

To foster an environment where empathy is integral and expressed.

Quality of Education

To provide programs and services that will be of the highest quality involving program development, implementation and evaluation.

Financial Accountability

To be accountable for and ensure all resources are concentrated toward outcomes.

Fairness

To provide programs and services that support the labour market and community needs of the region.

Life-long Learning

To provide and encourage opportunities for individual growth and development.

Integrity

To practice integrity in the learning environment and to adhere to high ethical standards.

Leadership

To provide sound leadership and direction in the delivery of adult education and training programs and services in East Central Saskatchewan.

Partnerships

To facilitate the development of strategic partnerships with individuals, agencies, communities and organizations to help achieve quality learning.

105-02763/

PARKLAND
Regional College

Table of Contents

Letter of Transmittal	2
Board Report	3
Chief Executive Officer Report	5
Programs and Services	9
Human Resources	25
Financial Statements	27
Glossary of Terms	

The College that Works...

for our communities through commitment to our mission, vision and values.

Our Mission

Mission

To provide access to life-long learning opportunities that respond to the needs of our adult population, communities, and organizations adapting to changing environments.

Vision

Parkland Regional College is a proactive rural educational organization in which the College excels in facilitating learning opportunities for our communities through commitment to our values.

Values

Respect

To model and promote respect within the College and with its partners.

Compassion

To foster an environment where empathy is integral and expressed.

Quality of Education

To provide programs and services that will be of the highest quality involving program development, implementation and evaluation.

Financial Accountability

To be accountable for and ensure all resources are concentrated toward outcomes.

Fairness

To provide programs and services that support the labour market and community needs of the region.

Life-long Learning

To provide and encourage opportunities for individual growth and development.

Integrity

To practice integrity in the learning environment and to adhere to high ethical standards.

Leadership

To provide sound leadership and direction in the delivery of adult education and training programs and services in East Central Saskatchewan.

Partnerships

To facilitate the development of strategic partnerships with individuals, agencies, communities and organizations to help achieve quality learning.

The College That Works!

105-02763

PARKLAND
Regional College

Table of Contents

Letter of Transmittal	2
Board Report	3
Chief Executive Officer Report	5
Programs and Services	9
Human Resources	25
Financial Statements	27
Glossary of Terms	

The College That Works!

The College
that Works...

Letter of Transmittal

The College that Works!

PARKLAND
Regional College

www.parklandcollege.sk.ca
Toll Free: 1.866.783.6766

Melville Administration
Box 790, 200 Block, 9th Avenue East
MELVILLE, SK S0A 2P0
Ph: (306) 728-4471 Fax: (306) 728-2576

December 1, 2004

Honorable Andrew Thomson, Minister
Saskatchewan Learning
Legislative Building, Room 307
Regina, SK
S4S 0B3

Dear Minister Andrew Thomson:

On behalf of the Board of Governors of Parkland Regional College, I have the honor to submit herewith the Annual Report of Parkland Regional College for the year ended June 30, 2004. Duly certified financial statements of Regional College operations are included in accordance with the Regional Colleges' Act, 1987.

Respectfully submitted.

Ken Bender

Ken Bender, Chairperson
Board of Governors

PARKLAND
Regional College

Board Report

The Parkland Regional College Board of Governors held a special meeting in August 2003 to set their goals and plans for the year. These goals guided the Board's agenda and operations.

Goals & Objectives

1. Continuation of the College 5 year (2002-2007) Strategic Plan - accomplished through Board motions on Trimester Reports.
2. Remain informed on government directions and policy - Saskatchewan Learning Strategic Plan.
3. Develop items of support and assistance for Board direction - calendar, monthly agendas, Board Orientation Handbook, Board Recruitment Strategy.
4. Remain fully informed on provincial developments related to collective bargaining and class plan development - discussion on implications.
5. Approve policy and planning initiatives in key areas - International Development Policy.
6. Work closely with other Regional Colleges through Association of Saskatchewan Regional Colleges - Chairperson appointed to ASRC Executive, Board members attended the Governor Development Workshop, participated in many advocacy initiatives.
7. Grand Opening of Yorkton College Campus - Board approval of Operating/Lease Agreement with York School Division.
8. Be informed on technological advances - Received final report on Technology Enhanced Learning pilot project.
9. Advocate to government on behalf of Parkland Regional College - Chairperson attended meetings with Minister of Saskatchewan Learning.
10. Support and work towards rural revitalization - support CEO as member of Action Committee on the Rural Economy (ACRE).
11. Community liaison - Board meetings with community leaders, school divisions and political candidates.
12. Financial support of College staff and students - staff recognition, Board of Governors scholarship, presentations for illness or bereavement.

The College that Works...

offering the skills and training required to meet employment goals and the needs of local employers and industry.

Board Report

The Parkland Regional College Board of Directors carried on many of their regular duties throughout the year as well. These included approval of the monthly financial statements and employment contracts, approval of the trimester reports presented by management, Board self-evaluation, CEO evaluation, approval of the Audited Financial Statements, Business Plan, Needs Assessment and Annual Report and approval of high cost technology purchases.

The Audit Finance Sub-Committee is responsible for working closely with management throughout the yearly auditing process and recommending to the full Board the approval of the annual Audited Financial Statements.

Members of the Board attended the annual Governor Development Workshop, Association of Canadian Community Colleges Conference (ACCC), and College graduations.

The Board of Governors of Parkland Regional College support many other events in the College throughout the year. Some of these included the Board of Governor's Student Scholarship, Staff Appreciation Event, Board/Staff annual workshop, Board/Staff Christmas party and presentations of flowers or gifts for bereavement or hospitalization of staff or Board members.

Parkland Regional College Board of Governors is proud of the work the College has accomplished over the year to bring education and training close to home for the adults in east-central Saskatchewan.

Board Meetings '03 - '04

1 Special Meeting

10 Regular Meetings

1 Constitutional Meeting

Executive Committee

Ken Bender
Oliver Pask

Association of Saskatchewan Regional Colleges

Ken Bender

Finance/Audit Sub Committee

Eunice Bear
Ken Bender

Board Members as of July '03

Eugene Bialobzyski - Yorkton Term ended Dec. '03

Ken Bender - Melville

Pat Franklin - Fort Qu'Appelle

Eunice Bear - Standing Buffalo

Leonard Keshane - Yorkton

Oliver Pask - Esterhazy

John Oussoren - Crystal Lake - Appointed April '04

Doug McRae - Yorkton - Appointed April '04

C.E.O. Report

Fay Myers,
Chief Executive Officer

It is with pleasure we provide you this report on our activities and achievements for the program year 2003-2004.

During this program year the College continued to fulfill a central role in the development of a skilled workforce for our region's labour market. There were many achievements by Parkland Regional College for the 2003-2004 year. We were pleased to recruit a new Director of Programs to lead the development and delivery of programs and services across the region.

The College completed construction of their new Yorkton College Campus and took occupancy in August with a Grand Opening celebration on December 11. It is a beautiful facility that meets the needs of students and staff of the College.

The College continued to deliver a number of technology enhanced learning opportunities and supports for distance learners. These included Computer Works taught in Fort Qu'Appelle and linked to students in Melville, university and technical courses on-line, counseling support through the College web-site and a "live" link to a staff person on the College website.

...the College continued to fulfill a central role in the development of a skilled workforce for our regions labour market.

The demographics of our region are changing with a larger aboriginal population who will be the future workforce of Saskatchewan. Parkland Regional College is committed to supporting the aboriginal client and learner through education and training. Initiatives the College undertook this year were: providing an Elder service in Yorkton and Fort Qu'Appelle, delivering a Teacher's Assistant program in partnership with Yorkton Tribal Council and signing an Aboriginal Employment Development Program contract with Government Relations and Aboriginal Affairs and Saskatchewan Government and General Employees Union to work towards a representative workforce in the College. In partnership with Kahkewistahaw First Nation, the College received the Saskatchewan Labour Force Development Board Training for Excellence Award for the Workplace Essential Skills Development project in preparing employees for the Kahkewistahaw Gas Bar and Convenience Store.

Parkland Regional College has expanded their partnerships in many areas this year. The annual needs assessment included a number of regional partners that produced a document "Developing Human Capital" that includes joint objectives and goals for the region beyond training and education. Workers' Compensation Board has increased their access to College programs and services and an exciting partnership has developed for the benefit of clients and students. The "learning center" for individualized tutorial assistance and small group study has linked with a number of businesses in the region. An "employer appreciation" program has increased the awareness of the number of business/college partnerships that have supported the success of students. The Older Worker Project and Safety Training has expanded joint partnerships with Colleges across the province.

The management and staff worked closely with community groups, committees and organizations to assist in community and economic development. Some of these are the Regional Intersectoral Committee, Chambers of Commerce, Regional Economic Development Authority, Action Committee on the Rural Economy and many other ad hoc committees.

Parkland Regional College continued to support the development of the Student Information System, maintenance of the class plan adopted for the non-instructional staff, advocacy initiatives of the Association of Saskatchewan Regional Colleges and recruitment of a summer student through the provincial summer student program.

We wish to thank the many individuals, organizations and businesses we have worked with over the 2003-2004 year. As a result of their support, the 27 student scholarship donations exceed $10,000. We look forward to their continued support and development as we jointly address the training and educational needs of the Parkland region.

Strategic Plan

Key Directions

Technology Enhanced Learning
Increase opportunity and access.

Aboriginal Plan
Increase partnerships and workforce representation.

Research & Development
Increase programming opportunities

Business/Contract Training
Increase support to economic development in rural Saskatchewan.

Accountability
Increase quality and quantity of performance.

Marketing/Communications
Increase and improve information systems, both internally and externally.

Goal: The College that works for high quality post-secondary education, training and employment programs and services.

Objective: Ensure an effective learning environment.

- Continuous upgrade of software and hardware systems at administration and program level.
- Complete construction of Yorkton College Campus.
- Encourage professional development and in-service for all staff.
- Implement the College Employment Equity Plan approved by Saskatchewan Human Rights Commission.
- Staff actively participate in the development of Basic Education 10 redesign and Adult 12 review committee.

Objective: Ensure effective leadership, management and accountability.

- College Business Plan included 5 key performance indicators for accountability.
- Board self-evaluation completed.
- Recruited a Director of Programs.
- Continued support of Student Information System.

Objective: Ensure public stakeholder awareness of, and confidence in the College.

- Marketing/communications plan revised and evaluated.
- Maintained website.
- CEO internal and external communications plan developed and implemented.
- Needs Assessment partnership produced document "Developing Human Capital".

Goal: **The College that works to meet the post-secondary education, training and development needs of individuals and communities.**

Objective: Support capacity to respond to existing and anticipated demand appropriate to the needs of individuals, communities and the economy.

- Sector meetings held annually to identify skill shortages - Vocational/Technical program review.
- Technology Enhanced Learning Action Plan continued with faculty and program development in technical areas.

Objective: Increase participation of under-represented groups to enhance their employability and to contribute to a representative workforce.

- Through itinerant counseling supported Jobs First in region.
- Utilized Employability Assistance for People with Disabilities funds.
- All technical programs have a workplace component in them.
- Continued to implement an aboriginal strategy and action plan.
  1. Signed an Aboriginal Employment Development Partnership Agreement with Government Relations and Aboriginal Affairs and Saskatchewan Government and General Employees Union.
  2. Delivered full-time and part-time training in partnership with aboriginal organizations.
- Developed partnership with Workers' Compensation Board in assessment and development of client training action plans.

Objective: Enhance access to post-secondary programs and services.

- Expanded the number of student scholarships to 21.
- Continued development on TEL projects and distance "learning centers".
- Parkland CEO continued as Regional College representative on Campus Saskatchewan management board.
- Staff member was appointed as Regional Colleges representative on provincial Community Net committee.

Objective: Increase the success of individuals in College programs and services.

- Graduate follow-up surveys completed.

Objective: Increase the knowledge and skills of the Parkland Regional College population.

- Delivered a balanced array of programs - each Team develops a Program Plan.
- Delivered an Older Worker Project for transition into the workplace.

Objective: Contribute to the development and maintenance of a workforce responsive to the economy.

- Ongoing consultations with key stakeholders in the region.

Strategic Plan

Goal: The College that works to meet the post-secondary education, training and development needs of employers and industry and contributes to economic growth.

Objective: Increase employer and industry participation in planning and investment in education and training.

- Implemented an Employer Appreciation process - College awards recognition of employer contributions to training.
- College and Kahkewistahaw First Nations received a Saskatchewan Labour Force Development Board Training for Excellence Award for a Workplace Essential Skills Development project.
- Parkland CEO appointed to represent regional colleges on the provincial Action Committee on the Rural Economy.

Objective: Support the mobility of learners and workers within and outside the College region.

- Contributed to the development of a regional college paper on Recognition for Prior Learning.
- Parkland staff represented the regional colleges on the Provincial Settlement and Integration Planning Council.

Goal: The College that works by providing a dynamic and learning-centered environment.

Objective: Recognize, strengthen and reward the capabilities and contributions of employees and students and support a respectful workplace.

- Continued regular joint Union/Management meetings.
- Parkland CEO chaired the management negotiations committee for 6 southern colleges.
- Staff Appreciation event held.

Objective: Support innovation and research and development that enhances a learning centred environment.

- Learning Center concept of matching tutors and learners developed to academically support individual and small group learning needs exceeded targets.

The College that Works...

for learners by delivering a range of programs and services that respond to individual education and training needs.

Career & Student Support Services

Career & Student Support Services provides literacy, career and educational information and counselling services to persons in the Parkland area as well as to learners within Parkland Regional College.

Programs/projects through the following:

- Providing all career and student counselling services in the College, including the Learning Specialist and Career Development/Bridging related projects.
- Assisting individuals in determining their distance educational options with an emphasis on cross credit recognition.
- Providing itinerant services in Melville, Esterhazy and Kamsack for Canada-Saskatchewan Career & Employment Services, which is a branch within the Saskatchewan Department of Community Resources and Employment.
- Providing the Federal Department of Human Resources and Skills Development informational services in the Melville office.
- Providing literacy and individualized tutoring services through volunteer tutors.
- Customizing tutoring services through the Learning Centre.
- Specializing in testing and assessment services.
- Specializing in counselling and group development services specific to industry/community organizations.
- Assisting clients in identifying career goals related to training needs and recognition of prior learning.
- Providing customized services to Saskatchewan Workers' Compensation Board clients.
- Utilizing Technology Enhanced Learning initiatives to enhance access to counselling and tutoring services.

The College that Works...

by providing services and supports necessary for students and clients to make the best decisions about their career and training paths.

Major Initiatives

Compiled a reference manual on Fetal Alchohol Spectrum Disorder (FASD). The manual was published and officially presented to the Regional Sectoral Council on June 24, 2004.

Two counsellors acquired Pacific Institute Training.

Customized learning services are being provided through the development of the Learning Centre. Processes are being refined for the Learning Centre. The activities of the Learning Centre include small group instruction and individualized tutoring which can be customized for groups or individuals.

Provided counselling services including personal, career counselling, technical training and work experience opportunities to 25 Workers' Compensation Board (WCB) clients and successfully piloted a Career Development/Transition project for 9 WCB participants from May to July 2004. Services for Worker's Compensation Board clients will increase for the following year. The results of the training for these clients has been positive, leading to additional training and employment opportunities for many.

Training was provided for 15 new tutors this year. The Literacy Department participated in various community and departmental activities including International Literacy Day, Family Literacy Day and Literacy Benchmarks Circle of Learning Focus Group.

The National Adult Literacy Database will present the College with a certificate of appreciation for our role in the NALD software project.

With the assistance of a grant from the Painted Hand Casino Development Fund and Employability Assistance for People With Disabilities (EAPD) a Transitional Supports service was piloted. The service is for students who are identified with special learning difficulties.

The PLAR/Portfolio Workshop was a great success. A total of 24 participants took Diane Hill's training on "Learning Transformation: An Aboriginal Perspective on PLAR and Portfolio Development." The Rural Older Worker's project piggybacked to provide this training to counsellors from other Colleges.

Adult Basic Education

Adult Basic Education programs are designed to be responsive to the education, training and employment needs of our region's learners by delivering a range of programs and services including:

- Adult 10, Adult 12, specific subjects;
- GED preparation and testing services;
- Specific strategies to link or bridge basic education with a transition to employment;
- Technology Enhanced Delivery.

Performance Measures

Enrolments

Actual 2003- 2004
Total Enrolments
Credit: 303
F.L.E.: 148.1

Total Enrolments
Non-Credit: 177
F.L.E.: 120.3

Completers

Actual 2003- 2004
Total number of completers: 180

Equity Representation

Actual 2003 - 2004
Equity Representation: 77%

Major Initiatives

A new Literacy/Pre-10 program will be delivered at Fort Qu'Appelle in the Fall 2004.

Information Processing 30 will be delivered by distance using V-Class and SmartBoards in fall 2004.

Continuing to participate in the Adult Basic Education Redesign advisory committees and pilots.

GED Preparation classes will begin in 2004 - 2005 at Key First Nation as Phase I of a Vocational/Technical project in partnership with the Yorkton Tribal Council. This project will increase the chance of success for those who will continue to Phase II.

With the assistance of the Learning Specialist, the diagnostic testing materials are being reviewed. Ongoing diagnostic testing allows for constant feedback for the instructor and the student.

Having access to Elders at the Yorkton and Fort Qu'Appelle Campuses has been very beneficial for the students.

The College that Works...

by delivering the basic knowledge and skills needed to pursue academic upgrading, complete general studies and Adult 12 standing.

Skills Training: Institute Credit

SIAST and Institute Programs deliver a broad range of training programs that provide individuals with the skills required to become employed or to upgrade their technical skills. The needs of local employers and industry are a major consideration in the range of training programs offered. Both full and part-time programs are available.

The target population is adults who require skills training in order to meet their employment goals. Within the targets we recognize that it is necessary to include specific equity groups that have been under-represented in the labour force: Aboriginal persons, youth, women in non-traditional roles, persons with disabilities, and visible minorities.

Performance Measures

Enrolments

Actual 2003 - 2004
Total Enrolments
Credit: 400
F.L.E.: 143.8

Completers

Actual 2003 - 2004
Total Number
of completers: 360

Equity Representation

Actual 2003 - 2004
Equity
Representation: 26%

Major Initiatives

All targets were exceeded for programming for 2003 - 2004 in SIAST and Institute Programs.

The move to the new campus location in Yorkton has strengthened partnerships with the Yorkton Regional High School, and increases high school student awareness of College programming.

The new facility includes a health sciences lab and a CISCO workshop which has been a great improvement to those programs.

Enhancements added to training programs have helped to fill gaps in brokered curriculum, particularly in the area of Workplace Essential Skills (WES), met favourable comments from both students and SIAST.

Partnerships with Sunrise and Kelsey Trail Health Regions have provided a better understanding of this employment sector.

The new partnership with Kelsey Trail Health Region has resulted in the delivery of part-time programming at Kelvington.

We continue to provide training to on-reserve daycare staff from File Hills Qu'Appelle Tribal Council as some of these learners will be working toward completing their Early Childhood Education Diploma.

A continued partnership with the Yorkton Tribal Council has resulted in the delivery of the Year II Enhanced Educational Assistant Program.

More balanced work placement for programs like Pre-Trade Industrial Mechanics are resulting in better connection to the job market.

Increased contacts with Aboriginal agencies has improved exposure with this target audience.

Continued progress in Technology Enhanced Learning has allowed for an increase delivery to two remote sites at different locations.

Repeat intakes to unique programs such as Heavy Duty Tri-trades, Multi-mechanical Trades and CISCO Networking / Computer Technician have enhanced our image with other Regional Colleges and educational institutions.

Skills Training: Industry Programs

Skills Training Industry Programs are designed to be responsive to the educational and training needs of the adults, community agencies and employers within our region by delivering courses targeted to:

- Industry credit
- Community/individual non-credit
- Personal/leisure non-credit
- Industry recognized computer courses.

Performance Measures

Enrolments

Actual 2003 - 2004
Total Enrolments
Non-Credit: 1182*
F.L.E.: 247.4

** Includes Industry Credit and Skills Training Non Credit*

The College that Works...

to develop a skilled workforce for our region's labour market.

Major Initiatives

Training consultants have increased the training opportunities provided to business and other organizations, including municipalities and Aboriginal organizations.

The training consultant presence throughout the College region has also impacted on increased levels of activity for Career and Student Services for SIAST and Institute training as well.

More stringent regulations around health and safety have provided opportunities for the College to offer several safety related courses. Concerns about water quality have also resulted in water treatment and Waste Water Management courses. These trends are expected to continue into the following year.

The demand for training, particularly as expressed by First Nations, is increasing.

Apprenticeship

Apprenticeship initiatives are provided through the individualized Supporting the Transition to Apprenticeship and Trades Training (STATE), the Work Experience components of trade and industrial programs as well as JobStart/Future Skills Apprenticeship projects.

Major Initiatives

A Bridging Program for entry to the trades has been piloted through funding provided by CanSask Career and Employment Services.

A pilot Carpentry Program commenced at Standing Buffalo First Nation.

Skills Training: Workbased

JobStart/Future Skills provides on the job vocational training to unemployed individuals so that they can become successfully employed.

Performance Measures

Enrolments

Actual 2003 - 2004
Contractual
Revenue: $193,305

Number of
employers served: 21

The College that Works...

To create opportunities for students through the offering of scholarship donations exceeding $10,000.

Major Initiatives

Inquiries and applications increased significantly.

More projects were delivered with shorter training periods resulting in lower number of training hours while maintaining the number of registrants.

Employers are becoming more interested in using Workplace Essential Skills as a strategy for training in the workplace.

A JobStart/Future Skills project with Kahkewistahaw employed and trained 20 aboriginal participants who have formed the core staff of the Kahkewistahaw Gas and Convenience Store. The project received recognition in the category for Promotion of Aboriginal Participation at the Saskatchewan Labour Force Development Board Training for Excellence Awards. The project was a first of its kind in the Regional College system in terms of integrating workplace essential skills into the JobStart/Future Skills Program.

University

University programming provides a comprehensive full-time first and second year Arts and Science program plus a selection of credit courses delivered through a variety of methods, program options and delivery agents. University programs include but are not limited to the Yorkton area, as SCN sites provide the ability to offer many televised university classes in various locations.

Performance Measures

Enrolments

Actual 2003 - 2004

Total Enrolments: 166

F.L.E.: 82.3

The College that Works...

for learners by providing full-time first and second year University programming off-campus at locations across the Parkland Region.

Major Initiatives

Computer Science and Acccounting students are continuing to follow the SIAST Business Administration route By employing the Co-operative program.

Social Work has continued to be consistently popular with a loyal following.

The University program has experienced a greater than ever interest from Aboriginal students and First Nation organizations in accessing post-secondary education.

A supported University Entrance program will be delivered to the Standing Buffalo First Nation in the Fall of 2004. This pilot will support between 10 and 20 Aboriginal students in their home community.

Technology Enhanced Learning pilots were delivered to support online synchronous and asynchronous offerings from the U of R, U of S and SIAST.

An increase in delivery of offerings face to face is under development. The offerings delivered must match the needs and objectives of the students.

The University program has experienced a very high rate of success this year. The number of students withdrawing is very low. The withdrawal rate is close to four in 150 students which translates to a 97.5 % completion rate.

Technology Enhanced Learning

Major Initiatives

Technology is made accessible to all technical programs by providing access to the Internet and other technology for research and class purposes.

Three sessions of the University of Regina Kiniesiology (KHS 171AA) class and one session of Geography from the University of Saskatchewan has been offered using Technology Enhanced Learning strategies. Both classes use blended learning modes.

In conjunction with four other Regional Colleges and the University of Regina, the College participated in the University of Regina's Action Research for Technology Enhanced Learning Research project. The most important aspect of the research was to determine how the learner is affected by distance delivered courses.

The Simply Accounting component of Computer Works was delivered as a distance learning option. A student in Esterhazy participated in the Simply Accounting class being delivered from the Fort Qu'Appelle Campus using Technology Enhanced Learning methods. A second intake involved two students, one from Esterhazy and the other from Melville participating in a class being delivered from the Yorkton Campus.

The SIAST Pre-Trade Carpentry and Pre-Trade Industrial Mechanics included an online course from the Saskatchewan Construction Safety Association to allow participants the opportunity to receive their Saskatchewan Construction Safety Certificate. This training will be included in all trades-related full time programs in the future.

Parkland Regional College is an authorized testing site for Prometrics, Microsoft Office User Specialist, CertiPort and SIAST's AccuPlacer as well as Psycho-Educational assessments. These exams provide a valuable service to the community and students.

Several instructors from the University and Skills Training programs participated in professional development to update their skills for use of technology in the classroom.

In partnership with Cumberland Regional College, a live counselling service was provided to visitors to the College website.

Ed2Go is a courseware reseller that enables the College to offer online computer training when a face to face class is not viable. The Ed2Go classes are active with approximately 10 users per month. The repeat rate of participants is high and the feedback is very positive.

The new Yorkton Campus has allowed for the use of the latest wiring standards available. A lab was also installed for use by business in the delivery of inservices.

Internet video conferencing has been demonstrated to several businesses and organizations to generate interest in new types of distance learning and communicating.

The Canora and Kamsack Credit Unions partnered with the College to deliver the Credit Union course CUIC 200. An instructor in Canora used Internet video conferencing to deliver the programming to 12 students located in Kamsack.

Using the Campus Saskatchewan website, students are able to take classes from three institutions after only applying to one institution. The flexibility enriched the program offerings. The program has been successful with 45 of the 55 participants of Campus Saskatchewan in 2003 - 2004 being from Parkland.

The College that Works...

for learners by developing Technology Enhanced Learning opportunities to allow for convenient access to training at any remote location.

Enrollment by Program

Variances in the statistical data represented in the 2003 - 2004 Annual Report is attributed to the changes in the SIS Business Rules Protocol. Statistics are not comparable due to the change in the rules, definitions, FLE divisors and the counting of students as distinct rather than per opportunity.

TABLE 1
Comprehensive Enrollment by Program Groups for the Whole College

		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual (4)	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs (5)
SKILLS TRAINING	**Institute Credit**								
	SIAST (1)	157	415	N/A	279.9	112	241	15	136.1
	Other (1)	-	-	-		17	-	15	7.7
	Apprenticeship & Trade	-	-	-	-	-	-	-	-
	Total Institute Credit	157	415	N/A	279.9	129	241	30	143.8
	Industry Credit								
	Total Industry Credit	-	-	-	-	9	75	438	196.4
	Workbased Training								
	Total Workbased Training	45	-	-	45	50	-	-	50
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit	-	1278	-	94.5	0	99	561	51
TOTAL SKILLS TRAINING		202	1693	N/A	419.4	188	415	1029	441.2
BASIC EDUCATION	**BE Credit**								
	Adult 12 (2)	99	35	-	-	106	51	0	81.5
	Adult 10 (2)	128	16	-	-	132	14	0	66.6
	Academic GED	-	-	-	-	-	-	-	-
	Total BE Credit	227	51	N/A	379.2	238	65	-	148.1
	BE Non-Credit								
	Employability/Life Skills	38	0	-	32.5	12	31	-	38.5
	English Language Training	0	11	-	3.9	0	20	-	5.6
	General Academic Studies	11	39	-	12.7	19	58	-	47.4
	Literacy	0	27	-	6.4	0	37	-	28.8
	Total BE Non-Credit	49	77	-	55.5	31	146	-	120.3
TOTAL BASIC EDUCATION		276	128	-	434.7	269	211	-	268.4
UNIVERSITY*	*Total University* (3)	83	111	-	160.6	74	92	-	82.3
TOTAL ENROLLMENT		561	1932	N/A	1014.7	531	718	1029	791.9

PT - Part Time
FT - Full Time

(1) In the 2002-2003 report, Institute Credit SIAST and Institute Credit Other were included as one total under SIAST.

(2) Basic Education Credit data from 2002-2003 was reported on one line last year. In 2003-2004 the data is separated between Adult 12 and Basic Education 10.

(3) University statistics combined resulting in a difference in results from 2002 - 2003 where data was separated between the two Universities (Regina and Saskatchewan). Therefore, distinct student differs from 2002 - 2003.

(4) Casual students were reflected as part-time enrolments in the 2002 - 2003 data.

(5) Due to the change in the divisions for FLE's the results may appear lower in some cases.

See Glossary for definitions of terms.

PARKLAND Regional College

Enrollment byProgram

Canora Campus

TABLE 1A
Enrollment by Program Groups for Canora Campus

	Program Groups	Actuals							
		2002-2003				2003-2004			
		Student Enroll FT	Student Enroll PT (1)	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs (3)
SKILLS TRAINING	**Institute Credit**								
	SIAST					9	60	2	12.7
	Other					-	-	-	-
	Apprenticeship & Trade					-	-		-
	Total Institute Credit					9	60	2	12.7
	Industry Credit								
	Total Industry Credit					0	15	89	18.3
	Workbased Training								
	Total Workbased Training					0 (2)	0	0	0
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit					0	13	67	5.7
TOTAL SKILLS TRAINING						9	88	158	36.7
BASIC EDUCATION	**BE Credit**								
	Adult 12					-	-	-	-
	Adult 10					-	-	-	-
	Academic GED					-	-	-	-
	Total BE Credit					-	-	-	-
	BE Non-Credit								
	Employability/Life Skills					-	-	-	-
	English Language Training					-	-	-	-
	General Academic Studies					0	21	0	4.5
	Literacy					-	-	-	-
	Total BE Non-Credit					0	21	0	4.5
TOTAL BASIC EDUCATION						0	21	0	4.5
UNIVERSITY	*Total University* (4)					1	8	0	2.9
TOTAL ENROLLMENT						10	117	158	44.1

PT - Part Time
FT - Full Time
Cas - Casual
FLE - Full Load Equivalent

Tables 1A through 1E:

(1) 2002 - 2003 enrollments not applicable as the statistics were not separated by Program Delivery Centre.

(2) Work based statistics not reflected in the table above - At College level only.(Table 1).

(3) Due to the change in the divisors for FLE's the results may appear lower in some cases.

(4) The University statistics for both institutions are combined for 2003 - 2004 and uses distinct students for all University Credit.

See Glossary for definitions of terms.

Enrollment by Program

Esterhazy Campus

TABLE 1B
Enrollment by Program Groups for Esterhazy Campus

		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit**								
	SIAST					1	41	1	7.2
	Other					-	-	-	-
	Apprenticeship & Trade					-	-	-	-
	Total Institute Credit					1	41	1	7.2
	Industry Credit								
	Total Industry Credit					0	4	40	3.1
	Workbased Training								
	Total Workbased Training					-	-	-	-
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit					0	16	89	11.7
TOTAL SKILLS TRAINING						1	61	130	22
BASIC EDUCATION	**BE Credit**								
	Adult 12					12	13	-	11.6
	Adult 10					8	4	-	7.7
	Academic GED					-		-	-
	Total BE Credit					20	17	-	19.3
	BE Non-Credit								
	Employability/Life Skills					-	-	-	-
	English Language Training					-	-	-	-
	General Academic Studies					-	-	-	-
	Literacy					-	-	-	-
	Total BE Non-Credit					0	0	0	0
TOTAL BASIC EDUCATION						20	17	0	19.3
UNIVERSITY	*Total University*					0	3	0	0.5
TOTAL ENROLLMENT						21	81	130	41.8

PT - Part Time
FT - Full Time
Cas - Casual
FLE - Full Load Equivalent

Fort Qu'Appelle Campus

TABLE 1C
Enrollment by Program Groups for Fort Qu'Appelle Campus

		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit**								
	SIAST					13	43	-	11.8
	Other					-	-		-
	Apprenticeship & Trade					-	-		-
	Total Institute Credit					13	43	-	11.8
	Industry Credit								
	Total Industry Credit					0	0	17	0.2
	Workbased Training								
	Total Workbased Training					-	-	-	-
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit					0	4	65	2.7
TOTAL SKILLS TRAINING						13	47	82	14.7
BASIC EDUCATION	**BE Credit**								
	Adult 12					22	12	-	12.6
	Adult 10					48	9	-	17.8
	Academic GED					-	-	-	-
	Total BE Credit					70	21	-	30.4
	BE Non-Credit								
	Employability/Life Skills					0	0	-	8.8
	English Language Training					-	-	-	-
	General Academic Studies					-	-	-	-
	Literacy					-	-	-	-
	Total BE Non-Credit					0	0	(1) -	8.8
TOTAL BASIC EDUCATION						70	21	-	39.2
UNIVERSITY	*Total University*					1	15	-	3.2
TOTAL ENROLLMENT						84	83	82	57.1

PT - Part Time
FT - Full Time
Cas - Casual
FLE - Full Load Equivalent

(1) Instances where 0 enrolments resulted in a FLE is the result of program overlap of two academic years. The FLE's are prorated for each year and enrolments will be reported in 2004 - 2005.

Enrollment by Program

Melville Campus

TABLE 1D
Enrollment by Program Groups for Melville Campus

		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit**								
	SIAST					11	7	3	13.4
	Other					-	-		-
	Apprenticeship & Trade					-	-		-
	Total Institute Credit					11	7	3	13.4
	Industry Credit								
	Total Industry Credit					0	1	45	3.8
	Workbased Training								
	Total Workbased Training								
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit					0	0	45	1.5
TOTAL SKILLS TRAINING						11	8	93	18.7
BASIC EDUCATION	**BE Credit**								
	Adult 12					15	10		14.3
	Adult 10					21	1	-	12.1
	Academic GED					-	-	-	-
	Total BE Credit					36	11	-	26.4
	BE Non-Credit								
	Employability/Life Skills					-	-	-	-
	English Language Training					-	-	-	-
	General Academic Studies					-	-	-	-
	Literacy					-	-	-	-
	Total BE Non-Credit					-	-	-	-
TOTAL BASIC EDUCATION						36	11	-	26.4
UNIVERSITY	*Total University*					0	9	-	1.4
TOTAL ENROLLMENT						47	28	93	46.5

PT - Part Time
FT - Full Time
Cas - Casual
FLE - Full Load Equivalent

PARKLAND
Regional College

Enrollment by Program

Yorkton Campus

TABLE 1E
Enrollment by Program Groups for Yorkton Campus

		Actuals							
		2002-2003				2003-2004			
	Program Groups	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs	Student Enroll FT	Student Enroll PT	Student Enroll Casual	FLEs
SKILLS TRAINING	**Institute Credit**								
	SIAST					78	103	14	91
	Other					17	0	15	7.7
	Apprenticeship & Trade					-	-		-
	Total Institute Credit					95	103	29	98.7
	Industry Credit								
	Total Industry Credit					9	53	256	171.1
	Workbased Training								
	Total Workbased Training					-	-	-	-
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)								
	Total Non-Credit					0	63	308	29.3
TOTAL SKILLS TRAINING						104	219	593	299.1
BASIC EDUCATION	**BE Credit**								
	Adult 12					57	16	-	42.9
	Adult 10					55	1	-	29
	Academic GED					-	-	-	-
	Total BE Credit					112	17	-	71.9
	BE Non-Credit								
	Employability/Life Skills					12	31	-	29.7
	English Language Training					0	20	-	5.6
	General Academic Studies					19	37	-	42.9
	Literacy					0	37	-	28.8
	Total BE Non-Credit					31	125	-	107
TOTAL BASIC EDUCATION						143	142	-	178.9
UNIVERSITY	*Total University*					68	71	-	74.3
TOTAL ENROLLMENT						315	432	593	552.3

PT - Part Time
FT - Full Time
Cas - Casual
FLE - Full Load Equivalent

2002 - 2003 statistics for Industry Credit were reflected under Industry Non Credit

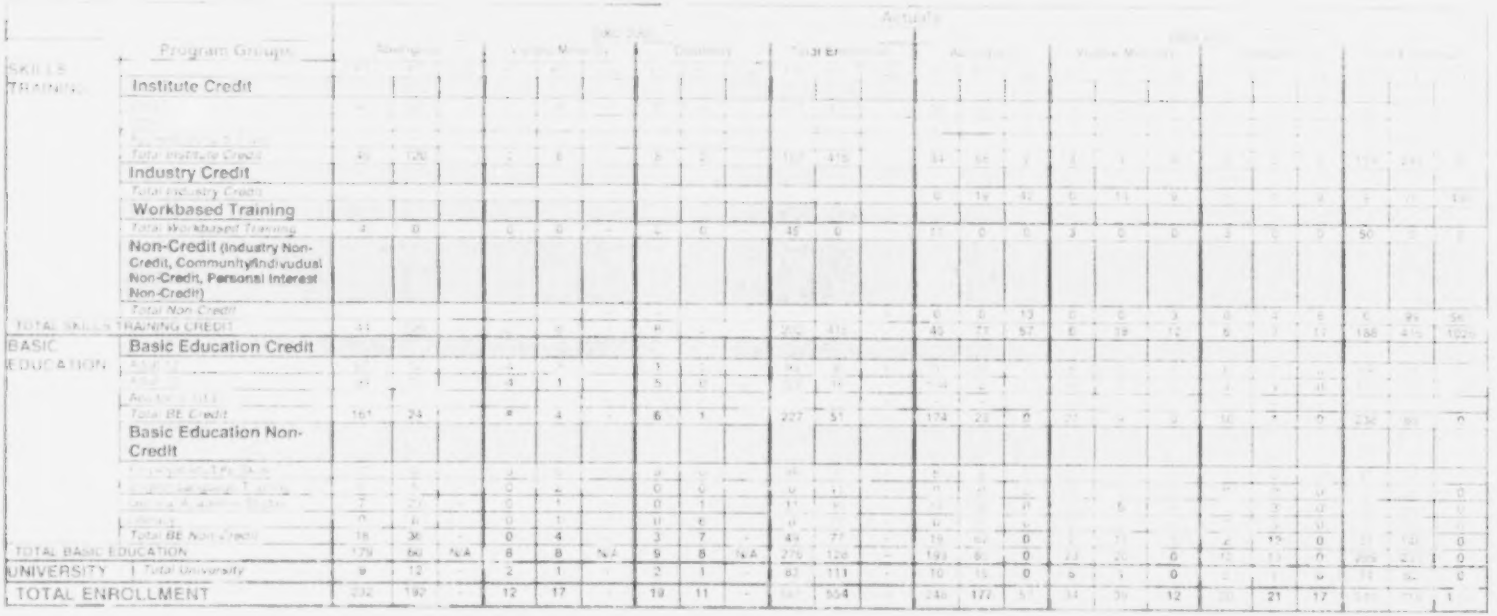
Skills Training Non Credit is not reflected in the 2002 - 2003 report

Equity statistics are not collected on short study Industry Credit programs and Skills Training Non Credit

Equity statistics are voluntary and only students willing to declare were reported

See Glossary for definitions of terms

PT - Part Time
FT - Full Time
Cas - Casual



Program Groups		Actuals																											
SKILLS TRAINING	Institute Credit																												
	Total Institute Credit	40	126		2	8		3	2		107	419		34	55	7													
	Industry Credit																												
	Total Industry Credit													6	19	43	0	11	9				2	2	10				
	Workbased Training																												
	Total Workbased Training	4	8		0	0		0	0		45	9		11	0	0	3	2	0				0	0	0	50			
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																												
	Total Non-Credit													0	0	12	0	0	3				0	0	0	5	45	56	
TOTAL SKILLS TRAINING CREDIT		51			2	8		3	2		152	428		45	73	57	3	13	12				2	2	10	55	45	56	1025
BASIC EDUCATION	Basic Education Credit																												
	ABE				3	1		1																					
	ASE							5	0																				
	Total BE Credit	161	24		4	4		6	1		227	51		174	23	6													
	Basic Education Non-Credit																												
	ABE				0	0		0	0		0	0		0	0														
	ASE				0	0		0	1		11	0						5											
	ESL				0	1		0	0		0	0		0	0														
	Total BE Non-Credit	18	36		0	4		3	7		49	77		19	62	0													
TOTAL BASIC EDUCATION		179	60	NA	8	8	NA	9	8	NA	276	128		193	85	0													
UNIVERSITY	Total University	9	12		2	1		2	1		83	111		70	15	0	0	0	0				0	0	0				
TOTAL ENROLLMENT		232	192		12	17		19	11		511	564		248	173	57	3	13	12				2	2	10				

Equity Participation

TABLE 2
Equity Participation by Program Groups for the Whole College

2002 - 2003 statistics for Industry Credit were reflected under Industry Non Credit.

Skills Training Non Credit is not reflected in the 2002 - 2003 report.

Equity statistics are not collected on short study Industry Credit programs and Skills Training Non Credit.

Equity statistics are voluntary and only students willing to declare were reported.

See Glossary for definitions of terms.

PT - Part Time
FT - Full Time
Cas - Casual

Actuals

	Program Groups	2002-2003 Aboriginal			2002-2003 Visible Minority			2002-2003 Disability			2002-2003 Total Enrollment			2003-2004 Aboriginal			2003-2004 Visible Minority			2003-2004 Disability			2003-2004 Total Enrollment	
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT
SKILLS TRAINING	**Institute Credit**																							
	SIAST	40	120		2	8		8	2		157	415		33	58	0	3	4	0	2	2	0	112	241
	Other													1	0	2	0	0	0	0	0	0	17	0
	Apprenticeship & Trade																							
	Total Institute Credit	40	120	-	2	8	-	8	2	-	157	415	-	34	58	2	3	4	0	2	2	0	129	241
	Industry Credit																							
	Total Industry Credit													0	19	42	0	14	9	1	1	9	9	75
	Workbased Training																							
	Total Workbased Training	4	0	-	0	0	-	0	0	-	45	0	-	11	0	0	3	0	0	3	0	0	50	0
	Non-Credit (Industry Non-Credit, Community Education Non-Credit, Personal Interest Non-Credit)																							
	Total Non-Credit	-	-	-	-	-	-	-	-	-	-	-	-	0	0	13	0	0	3	0	4	8	0	99
TOTAL SKILLS TRAINING CREDIT		44	120	-	2	8	-	8	2	-	202	415	-	45	77	57	6	18	12	6	7	17	188	415
BASIC EDUCATION	**Basic Education Credit**																							
	Adult 12	87	12	-	4	3	-	1	1	-	99	35	-	70	115	0	8	3	0	6	6	0	106	51
	Adult 10	94	12	-	4	1	-	5	0	-	128	16	-	104	8	0	13	1	0	4	1	0	132	14
	Academic GED	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total BE Credit	181	24	-	8	4	-	6	1	-	227	51	-	174	23	0	21	4	0	10	7	0	238	65
	Basic Education Non-Credit																							
	Employability/Life Skills	11	0	-	0	0	-	3	0	-	38	0	-	5	9	0	0	1	0	1	6	0	12	31
	English Language Training	0	5	-	0	2	-	0	0	-	0	11	-	0	0	0	0	5	0	0	0	0	0	20
	General Academic Studies	7	25	-	0	1	-	0	1	-	11	39	-	14	38	0	2	5	0	-	3	0	19	58
	Literacy	0	8	-	0	1	-	0	6	-	0	27	-	0	115	0	0	5	0	0	3	0	0	37
	Total BE Non-Credit	18	38	-	0	4	-	3	7	-	49	77	-	19	82	0	2	16	0	2	12	0	31	146
TOTAL BASIC EDUCATION		179	60	N/A	8	8	N/A	9	8	N/A	276	128	-	193	85	0	23	20	0	12	13	0	269	211
UNIVERSITY	*Total University*	9	12	-	2	1	-	2	1	-	83	111	-	10	15	0	6	1	0	2	1	0	74	92
TOTAL ENROLLMENT		232	192	-	12	17	-	19	11	-	561	664	-	248	177	57	34	39	12	20	21	17	531	718

TABLE 3
Student Success by Program Groups for the Whole College

		Actuals																	
		2002-2003												2003-2004					
	Program Groups	Total Student Completed			Total Students Graduated			Total Employed			Total Going to Further Training			Total Student Completed			Total Students Graduated		
		FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas	FT	PT	Cas
SKILLS TRAINING	**Institute Credit**																		
	SIAST	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	26	218	15	72	0	0
	Other	N/A	N/A	N/A (1)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	0	15	14	0	0
	Apprenticeship & Trade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	-	-	-	-	-	-
	Total Institute Credit	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**26**	**218**	**30**	**86**	**0**	**0**
	Industry Credit																		
	Total Industry Credit	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**8**	**69**	**437**	**0 (3)**	**0**	**0**
	Workbased Training																		
	Total Workbased Training	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**50**	**0**	**0**	**0**	**0**	**0**
	Non-Credit (Industry Non-Credit, Community/Individual Non-Credit, Personal Interest Non-Credit)																		
	Total Non-Credit	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**0**	**99**	**581**	**0**	**0**	**0**
TOTAL SKILLS TRAINING		**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**84**	**386**	**1028**	**86**	**0**	**0**
BASIC EDUCATION	**Basic Education Credit:**																		
	Adult 12	42	19	N/A	17	1	N/A	14	10	N/A	37	8	N/A (2)	51	25	0	14	6	0
	Adult 10	48	8	N/A	25	3	N/A	12	4	N/A	44	4	N/A	47	6	0	29	2	0
	Academic GED	-	-	-	-	-	-	-	-	-	-	-	N/A	-	-	-	-	-	-
	Total BE Credit	**90**	**27**	**N/A**	**42**	**4**	**N/A**	**26**	**14**	**N/A**	**81**	**12**	**N/A**	**98**	**31**	**0**	**43**	**8**	**0**
	Basic Education Non-Credit																		
	Employability/Life Skills	31	-	N/A	-	-	-	19	-	N/A	5	-	N/A	8	22	0	-	-	-
	English Language Training	-	11	-	-	-	-	-	7	-	-	3	N/A	0	12	0	-	-	-
	General Academic Studies	8	36	-	-	-	-	1	2	-	7	8	N/A	8	55	0	-	-	-
	Literacy	-	17	-	-	-	-	-	3	-	-	11	N/A	0	23	0	-	-	-
	Total BE Non-Credit	**39**	**64**	**N/A**	**-**	**-**	**-**	**20**	**12**	**N/A**	**12**	**22**	**N/A**	**16**	**112**	**0**	**-**	**-**	**-**
TOTAL BASIC EDUCATION		**129**	**91**	**N/A**	**42**	**4**	**-**	**46**	**26**	**N/A**	**93**	**34**	**N/A**	**114**	**143**	**0**	**43**	**8**	**0**
UNIVERSITY	Total University	-	-	-	-	-	-	-	-	-	-	-	-	74	86	-	-	-	-
TOTAL ENROLLMENT		**129**	**91**	**N/A**	**42**	**4**	**N/A**	**46**	**26**	**N/A**	**93**	**34**	**N/A**	**272**	**615**	**1028**	**129**	**8**	**0**

(1) Skills Training follow up for 2002 - 2003 was not separated as per new program groups and therefore unavailable.

(2) Student follow up is only compiled for Basic Education Credit, Basic Education Non Credit, Full-time Institute Credit and Full-time Industry Credit.

(3) Industry Credit "graduates" are reflected under the "completed" column.

See Glossary for definitions of terms.

Equity Participation Completers & Graduates

TABLE 4
Equity Participation Completers and Graduates by Program Group for the Whole College

(1) Equity graduates were not separated from completers in 2002 - 2003. Therefore, all graduates included in completers column.

(2) Skills training 2002-2003 equity stats were not separated by completer and graduate and therefore not applicable.

(3) All completers and graduates are reported once within program group.

(4) Basic Education Non Credit shown under total completed and not separated by program group in that category for 2002 -2003.

(5) Work based Equity cannot be separated by completer/graduated and therefore reported as N/A.

E - Total enrollment
C - Completers
G - Graduates

		Actuals																							
		2002-2003												2003-2004											
	Program Groups	Aboriginal			Visible Minority			Disability			Aboriginal			Visible Minority			Disability		
		E	C	G	E	C	G	E	C	G	E	C	G	E	C	G	E	C	G
SKILLS TRAINING	**Institute Credit**																		
	SIAST	160	-	-	10	- (2)	-	10	-	-	91	53 (3)	11	7	6	0	4	2	1
	Other	-	-	-	-	-	-	-	-	-	3	2	1	0	0	0	0	0	0
	Apprenticeship & Trade	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total Institute Credit	160		-	10			10			94	55	12	7	6	0	4	2	1
	Industry Credit																		
	Total Industry Credit	-	-		-			-			61	55	0	23	20	0	11	11	0
	Workbased Training																		
	Total Workbased Training	4	-	-	-	-	-	-	-	-	N/A	N/A	N/A (5)	N/A	N/A	N/A	N/A	N/A	N/A
	Non-Credit (Industry Non-Credit, Community / Individual Non-Credit, Personal Interest Non-Credit)																		
	Total Non Credit	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	13	13	0	3	3	0	12	12	0
TOTAL SKILLS TRAINING CREDIT		164	-	-	10	-	-	10	-	-	168	123	12	33	29	0	27	25	1
BASIC EDUCATION	**Basic Education Credit**																		
	Adult 12	79	38	N/A	7	2 (1)	N/A	2	1	N/A	85	32	10	11	2	1	6	4	1
	Adult 10	106	56	N/A	5	2	N/A	5	3	N/A	112	38	25	14	7	4	5	1	1
	Academic GED	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Total BE Credit	185	94	-	12	4	-	7	4	-	197	70	33	25	9	5	11	5	2
	Basic Education Non-Credit																		
	Employability/Life Skills	11	N/A	N/A	N/A	N/A	N/A	3	N/A	N/A	14	10	0	1	1	0	7	3	0
	English Language Training	5	N/A	N/A	2	N/A	N/A	0	N/A	N/A	0	0	0	5	4	0	0	0	0
	General Academic Studies	30	N/A (4)	N/A	1	N/A	N/A	1	N/A	N/A	52	40	0	7	6	0	4	2	0
	Literacy	8	N/A	N/A	1	N/A	N/A	6	N/A	N/A	15	11	0	5	3	0	3	2	0
	Total BE Non-Credit	54	43	N/A	4	3	N/A	10	7	N/A	81	61	0	18	14	0	14	7	0
TOTAL BASIC EDUCATION		239	137	N/A	16	7	N/A	17	11	N/A	278	131	33	43	23	5	25	12	2
UNIVERSITY	*Total University*	21	N/A	N/A	3	N/A	N/A	3	N/A	N/A	25	21	0	6	6	0	3	3	0
TOTAL ENROLLMENT		424	137	N/A	29	7	0	30	11	N/A	471	275	45	82	58	5	55	40	3

Human Resources

Position and Classification	Employees	F.T.E.'s
Out of Scope		
Chief Executive Officer	1	1
Program Director	2	1.15
Director of Finance & Administration	1	1
Director of Human Resources	1	1
Executive Assistant	1	1
In Scope		
Coordinators Level 8	4	3.77
Coordinator / Counsellor Level 7	1	1
Coordinators Level 7	4	1.98
Research & Development Officer	1	0.94
Coordinators Level 6	2	1.83
Consultants Level 6	5	3.2
Information Technician Level 6	0	0
Coordinators Level 5	0	0
Information Technician Level 5	1	1
Counsellor Level 7	1	1
Counsellor Level 6	3	2.82
Project Facilitator	2	0.67
Work Experience Coordinator	2	0.47
Registration Clerk Level 5	1	1
Clerical Level 4	9	6.8
Clerical Level 3	2	1.27
Accounting Clerk Level 4	2	2
Clerical Level 2	4	2.05
Facility Operator Level 3	1	1
Janitor Level 2	2	0.87
SCN Attendant Level I	2	0.1
Learning Specialist	1	1
Instructors (In scope)	26	19.14
Project staff and instructors	3	1.1
Total	**85***	**60.16**

*Does not include out of scope instructors for Community Interest programming.

Major Initiatives

There has been a slight increase in Full Time Equivalents for 2003 - 2004. The increase was due in part to increased programming and activity at the new facility in Yorkton.

A new position was negotiated in response to a need to provide a clear job description for project facilitators.

Two positions changed classification as a result of the job evaluation process.

Three valued staff announced their retirement effective the end of the 2003 - 2004 year. The anticipated increase in the number of retirements over the next several years will require the need for succession planning.

A definite highlight of our year was signing a tripartite Aboriginal Employment Development Program agreement with the Government of Saskatchewan and with our SGEU local. Parkland is the first college in the province to sign a tripartite agreement. We want to acknowledge the support of our SGEU local in working cooperatively towards a more representative workforce.

The Annual Staff recognition evening where staff are acknowledged for their years of service also provides a showcase of individual achievements or accomplishments of our talented and dedicated staff.

Human Resources

Out of Scope

Fay Myers	Chief Executive Officer
Bart Abrahamson	Program Director
Richard Klyne	Director of Programs
Vern Nixon	Director of Finance and Administration
Sonja Gehl	Director of Human Resources / Organizational Development
Rhoda Seidler	Executive Assistant

In Scope

Paul Adams	Evening Janitor
Roxanne Alstad	Clerical Program Assistant
Pat Arndt	Adult Basic Education Instructor
Peg Beaton	Counsellor
George Beddome	Adult Basic Education Instructor
Carol Bobowski	Student Counsellor
Maureen Broda	Registration Clerk
Connie Brown	Institute Credit Coordinator
Elaine Buchholzer	Saturday Program Support
Chesley Chartrande	Janitor
Steve Chernoff	Work Experience Coordinator
Larysa Chernysh	Credit Programs Coordinator
Bonnie Currie	Adult Basic Education Instructor
Mona Daniel	Clerical Program Assistant
Jill Datema	Clerical
Catherine Degryse	Clerical Program Assistant
Deloris Delorme	Training Consultant Research and Development
Kami DePape	Adult Basic Education Coordinator
Veronica Enns	Adult Basic Education / Literacy Instructor
Barbara Evans	Practical Nursing Instructor
Sharon Evans	Clerical Program Assistant
Tanya Fawcett	Accounting Clerk, Payroll
Sherilyn Fenwick	Home Care Special Care Aide Instructor
Arden Fiala	Work Experience Coordinator
Ron Gerein	Training Consultant
Jason Goetting	Information Technician Support
Gail Gorchynski	Career & Student Support Counsellor
Maxine Gordon	Clerical Program Assistant
Robert Haacke	Industrial Mechanics Instructor
Roshan Hemani	Career & Student Support Services Coordinator
Terry Heshka	Adult Basic Education Instructor
Bernadette Holland	Learning Specialist
Dale Holstein	Work Experience Coordinator
Ruth Iluk	Accounting Clerk
Joanne Jenner	Part-time Credit Instructor
Kris Johnson	CISCO Networking/Technician Instructor
Linda Kachur	Administrative Assistant Training Instructor
Carla Kaeding	Institute Credit Coordinator
Michelle Kaeding	Clerical Program Assistant
Angelina Kardynal	Marketing Coordinator
Shayne Kreitzer	CISCO Networking/Technician Instructor
Nadine Kreklewich	Adult Basic Education Instructor
Cheryl Kustra	Training Consultant (Job Start / Future Skills)
Darrell Landels	Training Consultant
Irene Lindquist	SCN Attendant
Susan Lowndes	SCN Attendant
Susan Lyons	Family Leave effective July 1 / 03
Beatrice Malach	SCN/Clerical
Shirley May	Adult Basic Education Instructor
Carol McCullough	Literacy Coordinator
Kathleen McDonald	Adult Basic Education Coordinator
Josie Melnyk	SCN Clerical
Charlotte Morris	Clerical Program Assistant
Kathy Newton	Teacher Assitant Instructor
Donna Neyedley	Career & Student Support Counsellor
Marguerite O'Hagan	Adult Basic Education Instructor
Blair Parkinson	Adult Basic Education Instructor
David Parnetta	Head Janitor
Sandy Persick	Adult Basic Education Instructor
Iris Phillips	Home Care Special Care Aide Instructor
Margaret Purich	Teacher Assistant Instructor
Loretta Ritthaler	Practical Nursing Instructor
Jackie Rohatensky	Family Leave effective Sept. 23, 2002
Sharon Rokosh	Training Consultant
Brian Shul	Training Consultant
Shawn Stoneham	University Program / TEL Coordinator
Lurene Turgeon	Counsellor / Coordinator
Joan Velestuk	Work Experience Coordinator / Facilitator
Donna Vranai	Business Year I Instructor
Betty Waugh	Clerical
Jill Whiting	Clerical Program Assistant
Wendy Wilson	Training Consultant Computer Training
Kerryann Wiwcharuk	SCN Attendant
Ruth Wylie	Adult Basic Education Instructor
Gerry Yacishyn	Adult Basic Education Instructor
Carolee Zorn	Practical Nursing Instructor
Lorraine Zuzak	TA/HC/SCA Instructor

PARKLAND
Regional College

Financial Statement

Government of the Province of Saskatchewan
Saskatchewan Department of Learning

Parkland Regional College
Financial Statements

For the Year Ended
June 30, 2004

Contents

I Statement of Management Responsibility

II Auditors' Report

III Statement of Financial Position

IV Statement of Operations

V Statement of Changes in Net Assets

VI Statement of Cash Flows

VII Schedule of Operating Fund Revenues by Function

VIII Schedule of Operating Fund Expenses by Function

IX Schedule of Operating Fund Expenses

X - XV Notes to Financial Statement

Statement of Management Responsibility

The financial statements have been prepared by management in accordance with Canadian generally accepted accounting principles and are in compliance with the provisions of legislation and related authorities. When alternative accounting methods exist, management has chosen those it deems most appropriate in the circumstances. Financial statements are not precise because they include certain amounts based on estimates and judgements.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, the management has developed and maintains a system of internal control designed to provide reasonable assurance that College assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of financial statements.

The Board of Directors of the College is responsible for the review and approval of the financial statements, and ensures management fulfils its financial reporting responsibilities. The Board meets with management and, as required, with the external auditors to discuss the results of audit examinations and financial reporting matters. The external auditors have full access to the Board with and without the presence of management.

The financial statements have been audited by Skilnick Besler Miller Moar & Co., Chartered Accountants. The Auditors' Report outlines the scope of their examination and provides their opinion on the fairness of the presentation of the information in the financial statements.

Chief Executive Officer

Director of Finance

August 13, 2004

PARKLAND
Regional College

Skilnick Besler Miller Moar & Co.
Chartered Accountants

PARKLAND REGIONAL COLLEGE

AUDITORS' REPORT

2004.

The Members of the Board
Parkland Regional College
MELVILLE, Saskatchewan

We have examined the statement of financial position of the Parkland Regional College as at June 30, 2004 and the statement of operations, statement of changes in net assets and statement of cash flows for the year then ended. The College is responsible for preparing these financial statements for Treasury Board's approval. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. These standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the College as at June 30, 2004 and the results of its operations and cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Skilnick Besler Miller Moar & Co.

SKILNICK BESLER MILLER MOAR & CO.
Chartered Accountants

Melville, Saskatchewan
August 18, 2004

Statement of Financial Position
as at June 30, 2004

Statement 1

	2004 Operating	2004 Capital	2004 Total	2003 Total
Assets				
Current Assets				
Cash	$ 1,105,744	$ 198,554	$ 1,304,298	$ 1,549,085
Accounts receivable (Notes 3 & 12)	141,237	-	141,237	229,700
Prepaid expenses	12,596	-	12,596	14,045
	1,259,577	198,554	1,458,131	1,792,830
Non-current Assets				
Capital Assets (Notes 2 & 4)	-	5,439,018	5,439,018	4,687,096
Long-term investments (Note 5)	626,835	-	626,835	571,166
	$ 1,886,412	$ 5,637,572	$ 7,523,984	$ 7,051,092
Liabilities				
Current Liabilities				
Accrued salaries and benefits	$ 105,431	-	$ 105,431	$ 107,220
Accounts payable & accrued liabilities (Note 6)	165,751	-	165,751	808,699
Unearned revenue (Notes 2, 7 & 18)	436,442	-	436,442	196,618
	707,624	-	707,624	1,112,537
Net Assets				
Invested in capital assets	-	5,439,018	5,439,018	4,687,096
Externally restricted (Note 8)	-	198,554	198,554	67,211
Internally restricted (Notes 9 & 18)	990,312	-	990,312	865,187
Unrestricted	188,476	-	188,476	319,061
	1,178,788	5,637,572	6,816,360	5,938,555
	$ 1,886,412	$ 5,637,572	$ 7,523,984	$ 7,051,092

See accompanying notes to financial statements

On behalf of the Board:

Director

Director/CFO

Statement of Operations for the year ended June 30, 2004

	2004 Budget (Note 10)	2004 Operating	2003 (Note 18) Operating	2004 Capital	2003 Capital	2004 Total	2003 Total
Revenues (Schedule 1)							
Saskatchewan Department of Learning	$ 3,979,435	$ 3,732,030	$ 3,832,938	$ 996,000	$ 930,000	$ 4,728,030	$ 4,762,938
Federal Government	48,436	15,886	23,013	-	-	15,886	23,013
Other Revenue	1,609,365	1,905,143	1,821,737	68,939	54,488	1,974,082	1,876,225
Total revenues	5,637,236	5,653,059	5,677,688	1,064,939	984,488	6,717,998	6,662,176
Expenses (Schedule 2)							
Agency Contracts	1,165,509	933,685	1,123,859	-	-	933,685	1,123,859
Amortization	-	-	-	388,328	165,304	388,328	165,304
Equipment	123,385	127,544	92,895	-	-	127,544	92,895
Facilities	276,465	227,535	246,303	-	-	227,535	246,303
Information Technology	21,182	16,828	24,118	-	-	16,828	24,118
Operating	565,196	722,170	644,457	-	-	722,170	644,457
Personal Services	3,493,167	3,424,103	3,253,441	-	-	3,424,103	3,253,441
Total expenses	5,644,904	5,451,865	5,385,073	388,328	165,304	5,840,193	5,550,377
Excess (deficiency) of revenues over expenses	$ (7,668)	$ 201,194	$ 292,615	$ 676,611	$ 819,184	$ 877,805	$ 1,111,799

See accompanying notes to financial statements

Statement of Changes in Net Assets for the year ended June 30, 2004

	2004				2004	2003
	Invested in capital assets	Restricted Externally	Restricted Internally	Unrestricted	Total	Total
Excess of revenues over expenses	$ (536,801)	$ -	$ -	$ 1,414,606	$ 877,805	$ 1,111,799
Net assets, beginning of year	4,687,096	67,211	865,187	319,061	5,938,555	4,826,756
Interfund transfers:						
Invested in capital assets	1,288,723	(1,074,213)	(213,899)	(611)	-	-
Externally imposed restrictions	-	1,205,556	-	(1,205,556)	-	-
Internally imposed restrictions	-	-	339,024	(339,024)	-	-
Net assets, end of year	$ 5,439,018	$ 198,554	$ 990,312	$ 188,476	$ 6,816,360	$ 5,938,555

Restricted details:

	Beginning Balance	To Restricted	From Restricted	Ending Balance
Externally Restricted (Note 8)				
Yorkton facility	$ -	$ 1,205,556	$ 1,029,385	176,171
Technology Enhanced Learning capital purchases	67,211	-	44,828	22,383
	67,211	1,205,556	1,074,213	198,554
Internally Restricted (Notes 9 & 18)				
Yorkton facility	475,422	37,856	163,062	350,216
Technology purchases	296,252	76,000	49,814	322,438
Furniture and equipment	28,513	-	1,023	27,490
Employee sick leave/contingency	25,000	-	13,626	11,374
CEO Professional Development	40,000	-	11,206	28,794
Staff development/class plan	-	70,000	-	70,000
Future program development	-	160,000	-	160,000
Accounting system	-	20,000	-	20,000
	865,187	363,856	238,731	990,312
	$ 932,398	$ 1,569,412	$ 1,312,944	$ 1,188,866

See accompanying notes to the financial statements.

PARKLAND
Regional College

Statement of Cash Flows
for the year ended June 30, 2004

Statement 4

	2004	2003
Cash flows from operating activities		
Excess of revenues over expenses	$ 877,805	$ 1,111,799
Gain on disposal of capital assets	(61,633)	-
Amortization of capital assets	388,328	165,304
	1,204,500	1,277,103
Changes in non-cash working capital		
(Increase) Decrease in accounts receivable	88,463	(57,630)
(Increase) Decrease in prepaid expenses	1,449	(2,757)
(Decrease) Increase in accrued salaries and benefits	(1,789)	14,701
(Decrease) Increase in accounts payable and accrued liabilities	(642,948)	490,786
Increase in unearned revenue (Note 18)	239,824	34,643
Cash provided from operating activities	889,499	1,756,846
Cash flows from investing activities		
Purchase of investments	(626,835)	(30,690)
Disposal of investments	571,166	-
Purchase of capital assets	(1,288,723)	(3,047,827)
Disposal of capital assets	210,106	-
Cash used in investing activities	(1,134,286)	(3,078,517)
Net (decrease) in cash	(244,787)	(1,321,671)
Cash and cash equivalents, beginning of year	1,549,085	2,870,756
Cash and cash equivalents, end of year	$ 1,304,298	$ 1,549,085

See accompanying notes to financial statements

Statement of Operating Fund Revenues by Function
for the year ended June 30, 2004

Schedule 1

	2004								2004	2004 Budget (Note 10)	2003 (Note 18)
	General	Skills Training		Basic Education		University	Services				
		Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Counsel	Total	Total	Total
Provincial Government											
Saskatchewan Learning											
Operating grant	$ 1,713,646	$ -	$ -	$ -	$ -	$ -	$ 17,500	$ -	$ 1,731,146	$ 1,716,441	$ 1,578,864
Program payments	-	980,914	-	566,808	-	-	195,273	45,000	1,787,995	2,035,312	1,972,682
Other	145,366	-	-	-	-	-	-	-	145,366	145,366	59,809
	1,859,012	980,914	-	566,808	-	-	212,773	45,000	3,664,507	3,897,119	3,711,555
Other Provincial	-	-	22,262	-	40,261	-	5,000	-	67,523	82,316	121,383
	1,859,012	980,914	22,262	566,808	40,261	-	217,773	45,000	3,732,030	3,979,435	3,832,938
Federal Government											
Admin recovery	-	-	-	-	-	-	-	-	-	-	-
Seat purchases	-	-	-	-	-	-	-	-	-	33,936	-
Projects	-	-	-	-	-	-	15,886	-	15,886	14,500	23,013
Other	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	15,886	-	15,886	48,436	23,013
Other Revenue											
Admin recovery	-	-	-	-	-	-	-	-	-	-	-
Contracts	-	209,131	77,079	290,893	32,016	-	19,574	38,057	667,750	456,412	612,861
Interest	90,274	-	-	-	-	-	-	-	90,274	62,523	71,377
Rents	22,361	-	6,870	-	-	-	-	-	29,231	25,575	27,344
Resale items	-	85,039	19,974	1,970	-	4,566	160	-	111,709	19,842	156,543
Tuitions	-	384,302	286,626	22,725	310	245,907	3,799	3,073	946,742	1,004,463	889,048
Other	8,015	19,636	340	6,849	-	8,724	14,848	1,025	59,437	41,550	64,564
	120,650	698,108	390,889	322,437	32,326	259,197	38,381	43,155	1,906,143	1,609,365	1,821,737
Total revenue	1,979,662	1,679,022	413,151	889,245	72,587	259,197	272,040	88,155	5,653,059	5,637,236	5,677,688
Total operating expenses (Schedule 2)	2,403,387	1,403,812	264,832	726,964	25,216	242,921	164,460	220,273	5,451,865	5,644,904	5,385,073
Excess (deficiency) of revenues over expenses	$ (423,725)	$ 275,210	$ 148,319	$ 162,281	$ 47,371	$ 16,276	$ 107,580	$ (132,118)	$ 201,194	$ (7,668)	$ 292,615

See accompanying notes to the financial statements.

PARKLAND
Regional College

Schedule of Operating Fund Expenses by Function
for the year ended June 30, 2004

Schedule 2

	2004								2004	2004 Budget (Note 10)	2003
	General	Skills Training		Basic Education		University	Service				
		Credit	Non-credit	Credit	Non-credit	Credit	Learner Support	Counsel	Total	Total	Total
Agency Contracts	$ -	$ 520,456	$ 143,597	$ -	$ -	$ 226,942	$ 42,690	$ -	$ 833,685	$ 1,166,509	$ 1,123,859
Equipment	78,793	48,616	92	43	-	-	-	-	127,544	123,385	92,896
Facilities	212,087	11,823	3,639	-	-	6	-	-	227,535	276,465	246,303
Information Technology	16,563	-	-	-	275	-	-	-	16,828	21,182	24,118
Operating (Schedule 3)	326,381	238,063	51,759	49,564	6,409	14,546	18,271	17,217	722,170	665,196	644,457
Personal services	1,769,623	684,864	86,745	677,387	18,532	1,427	103,499	203,056	3,424,103	3,493,167	3,253,441
	$ 2,403,387	$ 1,403,812	$ 284,832	$ 726,994	$ 25,216	$ 242,921	$ 164,460	$ 220,273	$ 5,461,865	$ 5,844,904	$ 5,385,073
			$ 1,688,644		$ 752,180			$ 384,733			

See accompanying notes to financial statements

Schedule of Operating Expenses
for the year ended June 30, 2004

Schedule 3

	2004 Total	2004 Budget Total (Note 10)	2003 Total
Advertising	$ 46,030	$ 61,621	$ 63,309
Association Fees & Dues	9,687	8,500	10,926
Bad Debts	845	3,000	3,365
Financial Services	5,822	4,800	4,346
In-Service	38,213	47,284	31,442
Insurance	14,147	13,000	12,588
Materials & Supplies	215,248	149,810	153,520
Postage, Freight & Courier	13,031	9,910	13,466
Printing & Copying	13,955	16,250	14,631
Professional Services	80,832	62,773	23,386
Resale Items	125,762	15,972	163,294
Subscriptions	1,459	2,000	1,262
Telephone/Fax	56,263	57,910	58,641
Travel	100,876	112,366	90,281
	$ 722,170	$ 565,196	$ 644,457

See accompanying notes to financial statements

Notes to Financial Statements
for the year ended June 30, 2004

1. PURPOSE AND AUTHORITY

The Parkland Regional College offers educational services and programs under the authority of Section 14 of *The Regional Colleges Act.*

The Board of the Parkland Regional College is responsible for administering and managing the educational affairs of the College in accordance with the intent of *The Regional Colleges Act* and its regulations.

The College's objectives are to promote the social, economic and cultural development of the Parkland region of Saskatchewan by facilitating learning options and participating in community groups.

The College is exempt from the payment of income tax.

2. SIGNIFICANT ACCOUNTING POLICIES

The financial statements have been prepared in accordance with Canadian generally accepted accounting principles and include the following significant policies:

a) Fund Accounting

The accounts of the College are maintained in accordance with the principles of fund accounting. For accounting and reporting purposes, resources are classified into funds in accordance with specified activities or objectives:

(i) Operating Fund
The operating fund accounts for the College's program delivery service and administrative activities.

(ii) Capital Fund
The capital fund reflects the net book value of all capital assets of the College after taking into consideration any associated long term debt. The capital fund also includes contributions, interest and donations designated for capital purposes by the contributor. Also included in the capital fund are the appropriations for future capital expenditures.

b) Revenue Recognition

The College follows the restricted fund method of accounting for grants. Restricted contributions to general operations are recognized as revenue of the operating fund in the year in that the related expenses are incurred. Contributions restricted for capital assets are recognized as revenue of the capital fund in the year they are received or receivable.

Unrestricted operating grants are recognized as revenue of the operating fund when received or receivable. Tuition and fee revenue is recognized as the course instruction is delivered. Revenue from contractual services is recognized as the service is delivered.

(Continued on next page)

2. SIGNIFICANT ACCOUNTING POLICIES ... Continued

c) Capital Assets

Purchased capital assets are recorded at cost. Contributed capital assets are recorded at fair value at the date of contribution. Capital assets are amortized on a straight-line basis over their estimated useful lives, and are reported as an expense in the capital fund as follows:

Leasehold improvements	5% to 20%
Buildings	5%
Office furnishing/equipment	10% to 20%
Computer hardware	33%

3. ACCOUNTS RECEIVABLE

Accounts receivable are composed of the following:

	2004	2003
Saskatchewan Department of Learning	$ 49,376	$ 14,527
Government of Saskatchewan - Other	Nil	8,600
Government of Canada	34,068	144,799
Yorkton Regional High School	Nil	176
Other	57,793	61,598
	$ 141,237	$ 229,700

4. CAPITAL ASSETS

	COST	ACCUMULATED AMORTIZATION	2004 NET BOOK VALUE	2003 NET BOOK VALUE
Land	$ 14,000	$ Nil	$ 14,000	$ 14,000
Leasehold improvements	151,384	122,719	28,665	196,633
Buildings	5,766,871	566,767	5,200,104	4,400,298
Office furnishings/ equipment	335,706	207,454	128,452	51,639
Computer hardware	741,721	673,924	67,797	24,526
	$7,009,882	$1,570,864	$5,439,018	$4,687,096

(Continued on next page)

The College That Works!

Notes to Financial Statements
for the year ended June 30, 2004

5. INVESTMENTS

The College has invested $626,835 (2003 - $571,166) in Government of Canada strip bonds. These bonds mature in the year 2005 and have an effective yield of 2.80%. The current market value of the bonds is $627,542.

6. ACCOUNTS PAYABLE

Accounts payable are composed of the following:

	2004	2003
Government of Saskatchewan	$ 1,671	$ 1,095
Other	164,080	807,604
	$ 165,751	$ 808,699

7. UNEARNED REVENUE

Unearned revenue consists of transfers received to carry out specific activities in excess of the expenses incurred on those activities at the end of the fiscal year as follows:

	2004	2003
Saskatchewan Department of Learning	$ 204,127	$ 114,515
Student tuitions	103,622	44,151
Other	128,693	37,952
	$ 436,442	$ 196,618

8. EXTERNAL RESTRICTION ON NET ASSETS

The Department of Learning has funded $198,554 designated capital contributions to be used for future capital expenditures as per Statement 3. These externally restricted amounts are not available for other purposes without approval of the Department of Learning.

(Continued on next page)

9. INTERNAL RESTRICTION ON NET ASSETS

The Board of Directors of Parkland Regional College have placed internal restrictions on $990,312 of net assets to be used for purposes as indicated in Statement 3.

10. BUDGET AMOUNTS

The budget amounts on these financial statements were prepared by Regional College Management and approved by the Board on May 20, 2003. The Minister approved the budget on June 24, 2003.

11. RELATED PARTY TRANSACTIONS

These financial statements include transactions with related parties. The College is related to all Saskatchewan Crown Agencies such as departments, corporations, boards and commissions under the common control of the Government of Saskatchewan. Also, the College is related to non-Crown enterprises that the Government jointly controls or significantly influences.

Routine operating transactions with related parties are recorded at the rates charged by those organizations and are settled on normal trade terms.

	2004	2003
SaskTel	$ 106,855	$ 62,353
SaskPower and SaskEnergy	19,316	66,620
Sask Property Management	45,217	47,638

In addition, the College pays Provincial Sales Tax to the Saskatchewan Department of Finance on all taxable purchases. Taxes paid are recorded as part of the cost of those purchases.

During the year the College continued a contract with Saskatchewan Communications Network (SCN) to deliver various training and educational programs. The College received $95,366 (2003 - $95,366) during the year to deliver these programs.

The College brokerages course programs from Saskatchewan Institute of Applied Science and Technology. The amount incurred during the year amounted to $273,640 (2003 - $333,168).

The College brokerages course programs from the University of Saskatchewan. The amount incurred during the year amounted to $188,371 (2003 - $159,891).

The College brokerages course programs from the University of Regina. The amount incurred during the year amounted to $38,572 (2003 - $36,381).

(Continued on next page)

Notes to Financial Statements
for the year ended June 30, 2004

12. FINANCIAL INSTRUMENTS

(a) The carrying amount of cash, accounts receivable, accounts payable and accrued liabilities and accrued salaries and benefits approximates fair value due to the short term maturity of these instruments. There are no significant terms or conditions related to these financial instruments that may affect the amount, timing, or certainty of future cash flows.

(b) The College is exposed to credit risk from the potential non-payment of accounts receivable. The majority of the College's receivables are from the Provincial and Federal government, therefore, credit risk is minimal.

13. EMPLOYEE FUTURE BENEFITS

Employees of the College participate in one of two pension plans. Teachers and other employees requiring a teaching certificate participate in a defined benefit plan, the Teachers' Superannuation Plan (TSP) which is administered by the Teachers' Superannuation Commission. No matching contribution is made by the College nor does it have a financial obligation to the TSP. All other employees participate through the Municipal Employees' Pension Plan (MEPP) which is a multi-employer defined benefit plan. The last actuarial valuation of the MEPP indicated there was a surplus in the plan. The College's financial obligation to the MEPP is limited to making required payments to match amounts contributed by employees for current services. Pension expense for the year amounted to $99,028 (2003 - $90,958).

14. COMMITMENTS

a) Yorkton Regional High School

Upon relocation to the new College facility at Yorkton Regional High School in August, 2003, the College has negotiated a 10 year operating agreement with York School Division. The agreement specifies the cost-sharing of utility, insurance and maintenance costs, based on square footage occupied by the College. The agreement, effective September 1, 2003, is reviewed annually, and adjusted for increases / decreases in costs, square footage, and services provided.

b) IBM Canada

Annual maintenance on computer equipment at approximately $2,168 including taxes.

15. LINE OF CREDIT AGREEMENT

The College is currently utilizing Nil (2003 - Nil) of an established line of credit up to $200,000 with the Royal Bank of Canada, Melville, Saskatchewan. Security for advances under the agreement consists of an assignment of grant proceeds due from Saskatchewan Department of Learning.

(Continued on next page)

16. LEASE AGREEMENTS

The College is obligated under the following lease agreements.

a) Instructional Facilities
- Treaty # Four Governance Centre, Fort Qu'Appelle, Saskatchewan, under a five year lease which expires August 22, 2005. The agreement covers use of the facility and grounds with annual rental of $45,156. The agreement contains an option to renew at the end of the initial lease term.

b) Offices
- Administration office and classrooms located in the Melville Comprehensive School, Melville, Saskatchewan, under a ten year lease which expires August 15, 2008. Terms of the lease provide for annual rental of $50,000 plus applicable taxes.

- Branch office and classrooms, Canora, Saskatchewan, located in the Canora Community Centre on a year to year informal lease agreement with the Town of Canora. Terms of the lease provide for annual rental of $11,550.

c) Equipment
- Danka Canada covering 6 photocopiers at various locations until March 21, 2008. Terms of the lease call for annual rental payments of $17,575 plus taxes.

d) Vehicle
- GMAC for a 2003 Chev Malibu. Terms of the lease call for 36 monthly payments of $508, expiring September 29, 2006.

17. SIMPSON SCHOOL FACILITY

The College completed the sale of Simpson School on October 31, 2003 for $210,000.

18. CHANGE IN ACCOUNTING FOR TRAINING PROGRAM GRANTS

Recognition of program grant carry forward for Saskatchewan Skills Extension Program / Quick Skills Training, previously recognized in the year received and reported as internally restricted net assets, is now reported as unearned revenue and recognized as the related expenses are incurred. Prior year comparative amounts have been restated to reflect this change.

The effect of the change on the financial statements for the prior year is as follows:

- Unearned revenue increased from $112,103 to $196,618
- Internally restricted decreased from $949,702 to $865,187.
- Excess of revenue over expenses increased from $1,071,744 to $1,111,799.
- Net assets, beginning of year decreased from $4,951,326 to $4,826,756.

(Continued from previous page)

The College that Works!

PARKLAND
Regional College

Glossary of Terms

ACCC: Association of Canadian Community Colleges

ASRC: Association of Saskatchewan Regional Colleges

Casual Student: A participant taking courses that collectively total less than 30 hours. Exception: There are no casual University students as the minimum a university student can take is one 3-credit class which is equal to 39 hours.

CEO: Chief Executive Officer

CISCO: CISCO Networking Academy

Completer: Any participant who has successfully completed course requirements or remained to the end of the program.

EAPD: Employability Assistance for People with Disabilities

Distinct Student: An individual participating, over an identified period of time, in one or more program session offered by the College.

Enrolment: A person enrolled in any course or program.

ESL: English as a second language

FASD: Fetal Alchohol Spectrum Disorder

FLE: Full Load Equivalent - The total participant hours divided by the accepted full load equivalent factor for a program group.

FTE: Full Time Equivalent.

Full-Time Student: Students who are taking courses (within the Program Group) that collectively require a minimum of 18 hours of scheduled class time per week for a minimum duration period of 12 weeks (both conditions need to be true).
Exceptions:
(a) for Apprenticeship and Trade: a complete level (the length depends on the trade) is required; and
(b) for university courses: a minimum of 216 hours (6 courses x 36 hours) of scheduled class time (total course session hours) within the academic year.

GED: General Educational Development

Graduates: Any participant who successfully completed all course requirements resulting in achievement of certification by a recognized credit granting institution.

ISchool: A centralized bank of online classes at the 10,20 and 30 level.

LCD: Liquid Crystal Display

LINC: Language instruction for newcomers to Canada

Opportunities: One enrolment in any course or program

Participant Hours: The total time (in hours) that a student is actively involved in a program (courses) session.

Part-time Student: Students who are taking courses (within a program group) that collectively require less than 18 hours of scheduled class time per week (but more than 30 hours in total) for a minimum duration period of less than 12 weeks.
Exceptions: University courses: less than 216 hours of scheduled class time (total course sessions hours) within the academic year.

Program Delivery Centre: An established entity (campus, learning centre, office) that coordinates the delivery of programs and courses of a defined geographic area within the College region.

Program Group: A combination of SIS 'Program Area', Program Type or Program Category identified for the specific purpose of reporting student enrollments.
Program Groups for reporting to Saskatchewan Learning are: Skills Training - Institute Credit (SIAST)
Skills Training - Institute Credit (Other Suppliers)
Skills Training - Apprenticeship & Trade
Skills Training - Work-based Training
Skills Training - Industry Credit
Skills Training - Non-Credit (Includes Industry Non-Credit, Community/Individual Non-Credit, and Personal Interest Non-Credit)
Basic Education - Credit Adult 12
Basic Education - Credit Adult 10
Basic Education - Credit Academic GED
Basic Education - Non-Credit Employability/Life Skills
Basic Education - Non-Credit English Language Training
Basic Education - Non-Credit General Academic Studies
Basic Education - Non-Credit Literacy
University

PTA: Provincial Training Allowance

RPL: Recognition of Prior Learning

SCN: Saskatchewan Communications Network

SGEU: Saskatchewan Government and General Employees Union

SIAST: Saskatchewan Institute of Applied Science and Technology

SIIT: Saskatchewan Indian Institute of Technologies

STEC: Saskatchewan Tourism Education Council

Student Enrollment: Student(s) enrolled in program(s) or course(s) that are part of a specific ***Program Group***.

A Campus Near You.

811 - 4th Street
Canora, Sask. S0A 0L0
Tel: 306.563.6808

501 Kennedy Drive
Esterhazy, Sask. S0A 0X0
Tel: 306.745.2878

740 Sioux Avenue
Fort Qu'Appelle, Sask. S0G 1S0
Tel: 306.332.5416

200 Block - 9th Avenue E.
Melville, Sask. S0A 2P0
Tel: 306.728.4471

200 Catherine Street
Yorkton, Sask. S3N 4G4
Tel: 306.783.6566